**BARS:**

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| --- | --- | --- | --- | --- |
| **Traits** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| Instructional delivery skills | The teacher's explanations are unclear and students are not engaged in learning. | The teacher's explanations are sometimes unclear and students are not always engaged in learning. | The teacher's explanations are clear and students are generally engaged in learning. | The teacher's explanations are clear and engaging, and students are always engaged in learning. |
| Classroom management skills | The teacher does not have effective classroom management skills. The classroom is often chaotic and disruptive. | The teacher has some effective classroom management skills, but there are still some problems with disruptions. | The teacher has good classroom management skills. The classroom is generally well-managed, but there may be occasional disruptions. | The teacher has excellent classroom management skills. The classroom is always well-managed and students are rarely disruptive. |
| Communication skills | The teacher has difficulty communicating effectively with students, parents, and colleagues. | The teacher sometimes has difficulty communicating effectively with students, parents, and colleagues. | The teacher is able to communicate effectively with students, parents, and colleagues most of the time. | The teacher is able to communicate effectively with students, parents, and colleagues all the time. |
| Assessment skills | The teacher does not have effective assessment skills. The assessments are not aligned with the learning objectives and do not provide accurate information about student learning. | The teacher has some effective assessment skills, but the assessments are not always aligned with the learning objectives or do not provide accurate information about student learning. | The teacher has good assessment skills. The assessments are aligned with the learning objectives and provide accurate information about student learning. | The teacher has excellent assessment skills. The assessments are aligned with the learning objectives, provide accurate information about student learning, and are used to inform instruction. |
| Professional development skills | The teacher does not participate in professional development opportunities. | The teacher sometimes participates in professional development opportunities, but they are not always relevant to their teaching needs. | The teacher regularly participates in professional development opportunities that are relevant to their teaching needs. | The teacher is always looking for professional development opportunities that will improve their teaching skills. |

**HCRI:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Type of Staff** | **Particulars** | **Scoring Procedure** | **Maximum Score** | **Average Score achieved by staffs** | **Strategic job readiness ratio** | **Average HCRI Score** |
| **Teacher** | Handle difficult behaviours in a calm and positive manner. | 10 | 50 | 40 | 80% | **86%** |
| Create a positive and engaging learning environment for students. | 5 | 30 | 30 | 100% |
| Create and maintain lesson plans | 5 | 30 | 25 | 83% |
| Explain concepts in a clear and concise manner | 10 | 50 | 40 | 80% |
| **KG Teacher** | keep track of children's paperwork. | 10 | 50 | 50 | 100% | **77%** |
| handle difficult behaviours in a calm and positive manner | 5 | 30 | 20 | 67% |
| come up with new and innovative activities | 10 | 50 | 30 | 60% |
| listen to and understand children's needs. | 10 | 50 | 40 | 80% |
| **Office Assistant** | Maintaining Records of students and Staffs in a timely manner | 5 | 30 | 30 | 100% | **95%** |
| Collecting fees promptly | 10 | 50 | 40 | 80% |
| Conducting exams | 10 | 50 | 50 | 100% |
| Publishing results promptly | 5 | 30 | 30 | 100% |

Average HCRI score= 86%

**Metrics:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective** | **HR Measure** | **Target** | **Initiative** |
| Human Capital Readiness | Current competency of the employee in the  function/Competencies required for the function | Improve the  HCRI to 90% | Continuous  support and  encouragement |
| BARS | Current competency level of the employee | 25% of the staff with level 2.  26% of the  Staff with level 3  23% of the staff with level 4 | Encouraging and  rendering  financial support  to achieve the  Level 4 specified  in BARS. |
| Academic Syllabus | Frequency of updating the academic syllabus of every year | Update the syllabus for each class every 2 years | Continuous assessment of the recent topics in the market. |
| Quality of academic advice | Number of assessments over a period | 1 Periodic test every month  1 Slip test every week | Continuous evaluation throughout the term |